

STANDARDS FOR THE TEACHER OF READING

Standard #1: The reading teacher understands the central concepts, tools of inquiry, and dynamics of the reading process and creates learning experiences that make reading meaningful for the individual student.

Knowledge

The reading teacher:

1. understands reading as the process of constructing meaning through the interaction of the reader's prior knowledge, the information suggested by the written language, and the purpose for reading.
2. understands cultural, linguistic, and ethnic diversity.
3. understands the major theories of language development.
4. understands the impact of a student's affective domain in the reading process.
5. understands the cueing systems (phonological, syntactic, semantic, and pragmatic) of language.
6. understands the interrelationship of reading, writing, listening, speaking, viewing, representing and thinking.
7. understands the concept of emergent literacy.
8. possesses an awareness of reading research that informs instruction.
9. knows classic and contemporary literature for children and young adults.
10. understands that goals, instruction, and assessment must be aligned.

Dispositions

The reading teacher:

1. appreciates the scope and the depth of language development and its role in the reading process.
2. values the importance of aligning goals, instruction and assessment.
3. believes literacy is vital to personal, social and cultural growth.
4. believes reading is both a dynamic and developmental process rather than a mastery of facts.
5. appreciates that students bring multiple perspectives to the reading process through their prior knowledge.

6. appreciates cultural, linguistic and ethnic diversity among students and how they affect the reading process.
7. appreciates the cultural, linguistic and ethnic diversity reflected in classic and contemporary literature.

Performances

The reading teacher:

1. links appropriate major concepts, assumptions, tools of inquiry, and ways of communicating in the teaching process.
2. provides students with opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually.
3. combines goals, instruction, and assessment to expand the student's prior knowledge.
4. develops a variety of literacy activities and experiences for different reading levels and purposes.
5. demonstrates an understanding of the social nature of reading and provides opportunities to share reactions to a variety of reading materials.
6. demonstrates an understanding of the need for a variety of strategies to use before, during and after reading.
7. demonstrates an understanding of the need to provide a variety of genres and text structures to promote each student's progress and success.
8. uses reading resources that represent the diversity of students, a changing American society, and the world at large, including but not limited to culture, gender, race, ethnicity, abilities, and belief systems.
9. evaluates past and current research on reading to determine effective strategies for students.
10. uses knowledge of cueing systems to help students construct an ongoing understanding of text.

Standard #2: The teacher understands how students learn and develop reading strategies, and can provide learning opportunities that support their reading development.

Knowledge

The reading teacher:

1. understands how students construct knowledge of reading, acquire specific reading skills, develop habits of mind, and knows how to use instructional strategies that promote student learning in reading.
2. understands how the student's physical, social, emotional, moral and cognitive development relate to reading development.
3. understands expected developmental progressions and individual variations within each domain (physical, social, emotional, moral, and cognitive), and how these variations affect reading acquisition.
4. understands the particular problems that surround learning to read and the importance of matching appropriate research-based strategies with the individual learner.
5. understands cultural differences in relationship to learning styles, verbal and nonverbal communication styles, and language differences.

Dispositions

The reading teacher:

1. values high expectations for all students and the importance of equitable learning opportunities.
2. believes that equity in the classroom fosters an appreciation of students as individual readers.
3. values the importance of communicating with, observing, and getting to know students and their cultural backgrounds.
4. values cultural differences in relationship to learning styles, verbal and nonverbal communication styles, and language differences.

Performances

The reading teacher:

1. assesses individual and group reading performance in multiple ways in order to design effective instruction to meet the student's developmental reading needs.
2. uses instructional strategies that help students make connections between texts and the students' prior knowledge.

3. provides opportunities for active reading engagement.
4. encourages students to reflect on their prior knowledge and to assume responsibility for improving their reading skills.
5. encourages discussion, listening and responding to group interaction, and elicits samples of student thinking orally and in writing.
6. provides many opportunities to read developmentally appropriate material.
7. sets reading goals that challenge students to think and apply knowledge using developmentally appropriate strategies and materials.
8. responds to students as individual readers and provides them with equitable opportunities to participate in learning activities.

Standard #3: The teacher understands how students differ in their approaches of learning to read and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The reading teacher:

1. understands approaches to learning to read, including different learning styles, multiple intelligences, and performance models.
2. knows about areas of exceptionality in learning; such as learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
3. knows about the process of second language acquisition and strategies which support students whose first language is not English.
4. understands how learning to read is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
5. understands cultural and community diversity and its role in the teaching of reading.

Dispositions

The reading teacher:

1. values a climate of respect in the classroom.
2. values and appreciates the diversity students bring to the classroom, including but not limited to culture, gender, race, ethnicity, abilities, and belief systems.
3. values how one's own cultural background and perspective affect interactions with students, students' interactions with each other, and textual interpretations.
4. appreciates the impact culture has on how students learn, what students expect of themselves, and how students use language.

Performances

The reading teacher:

1. creates a learning community in which individual differences are respected.
2. sets goals that are developmentally appropriate and reflect the diverse needs of learners.
3. provides relevant reading opportunities.
4. identifies and designs reading instruction appropriate to students' stages of development, learning styles, strengths, and needs.

5. identifies when and how to access appropriate services or resources to meet exceptional learning needs.
6. provides instruction that connects students' reading experiences with their families, cultures, and communities from multiple perspectives.

Standard #4: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

Knowledge

The reading teacher:

1. understands research-based instructional strategies of reading, writing, listening and speaking.
2. understands the role of child development as it influences reading acquisition.
3. understands exceptionality and learning styles and how to design flexible curriculum to meet individual needs based on student strengths.
4. understands strategies that meet the needs of students; such as introducing and implementing grouping practices, sequencing and pacing, a variety of instructional materials, and appropriate technology.
5. understands language acquisition and its relationship to reading development.
6. understands the reciprocal relationship between reading and writing.
7. knows how to locate and use educational research using professional journals, libraries, media centers, and information technology to promote student learning.
8. knows how to support students as they develop reading independence.

Dispositions

The reading teacher:

1. believes instruction must be current, knowledge based and supported by research.
2. values development of critical thinking, problem solving and performance capabilities.
3. appreciates the principles of child development.
4. values the importance of using appropriate and varied instructional techniques and materials.
5. values the importance of adapting teaching strategies to meet student needs.
6. values the importance of connecting reading to the lives of students.
7. believes that the reading curriculum impacts students' post secondary opportunities and life long learning.

Performances

The reading teacher:

1. models effective teaching and reading practices.
2. provides multiple paths to knowledge using varied teaching methods and learning styles.
3. assists students in assuming responsibility for their own learning and becoming life long learners.
4. monitors and adjusts instructional strategies in response to learner feedback.
5. provides opportunities for students to develop critical thinking skills through reading and writing.
6. articulates the rationale for instructional decisions and can communicate them to parents and students.
7. utilizes professional journals, libraries, media centers and information technology to find relevant education research that informs instruction.

Standard #5: The reading teacher uses an understanding of individual and group motivations and behaviors to create a learning environment that fosters an interest and growth in all aspects of literacy.

Knowledge

The reading teacher:

1. knows about human motivation, behavior, and literacy development and uses this knowledge to develop strategies for organizing and supporting individual and group work in the classroom.
2. understands the importance of grouping students in a variety of ways and the influence of grouping on individual behavior and perceptions.
3. understands the principles of effective classroom management and their influence on student reading acquisition.
4. understands the appropriate expectations for students at each developmental level.

Dispositions

The reading teacher:

1. values the importance of intrinsic motivation to students becoming lifelong readers.
2. values the role of students in others' learning and the importance of positive peer relationships.
3. values a well-managed classroom in which a risk free environment contributes to the continual improvement of the individual student's reading.
4. believes students can be increasingly responsible for their own literacy development.

Performances

The reading teacher:

1. engages students in varied reading opportunities that are both individual and cooperative, analyzes the classroom environment, and makes adjustments to enhance student interaction, motivation, and active learning.
2. develops group expectations for student interaction and creates a positive classroom climate of openness, mutual respect, and support.
3. manages time and resources for the active and equitable engagement of all students in their literacy development.

4. provides literacy experiences which develop responsibility for using language to learn.
5. establishes a reading community characterized by positive interaction, discourse, independent and collaborative student work.

Standard #6: The reading teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active engagement, collaboration and support interaction in the classroom.

Knowledge

The reading teacher:

1. understands the teacher's role as a communicator.
2. understands how cultural, linguistic, and ethnic diversity foster effective communication in the classroom.
3. knows effective verbal and nonverbal communication strategies.
4. understands the use of a variety of media communication tools.

Dispositions

The reading teacher:

1. values the power of language for fostering self-expression through reading, speaking, writing, listening, viewing, representing, and thinking.
2. appreciates that active listening facilitates student learning.
3. appreciates the influence of cultural, linguistic, and ethnic diversity in the learning and reading process.
4. values the various ways people communicate.

Performances

The reading teacher:

1. models effective communication skills for students.
2. supports and expands learner expression in reading, speaking, writing, listening, viewing, representing, and thinking.
3. communicates continually with students about literacy strengths and weaknesses and means of literacy improvement.
4. encourages students to become reflective about their own literacy practices.
5. communicates the study of reading in ways that demonstrate and foster sensitivity to students' cultural and gender differences.
6. uses a variety of media communication tools to enrich learning opportunities.

Standard #7: The reading teacher plans and manages instruction based upon knowledge of literacy, individual students, community, and curriculum goals.

Knowledge

The reading teacher:

1. understands that environment fosters interest and growth in all aspects of literacy.
2. understands how to use texts and books to stimulate interest, promote reading growth, and foster appreciation for the written word.
3. understands how to increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.
4. understands instructional and information technologies that support literacy learning.
5. understands the importance of real world applications and has knowledge in generating questions that help students think and read critically.
6. knows effective strategies that encourage the home-school connection in the literacy development of children.
7. knows when and how to adjust instructional plans based on student knowledge and response.
8. knows the Indiana academic standards for English/Language Arts, specifically those which apply to Reading.
9. has an understanding of how the academic standards of other curriculum areas affect reading instruction.

Dispositions

The reading teacher:

1. appreciates the necessity for long and short term planning to meet students' individual learning styles and literacy needs.
2. values the importance of continuous, spontaneous adjustments and revisions in planning due to students' diverse needs, attitudes, and changing classroom situations.
3. believes in the value of collaboration to plan effective instruction.
4. believes that reading theories need to be applied to reading instruction.
5. believes the critical evaluation of emerging reading research is important to reading instruction.
6. appreciates that reading and writing are valuable, lifelong activities.
7. values the importance of using resources beyond the classroom in planning instruction.

Performances

The reading teacher:

1. matches teaching strategies to goals, objectives, and student needs based on multiple and varied assessments.
2. selects and creates literacy lessons that are appropriate for curriculum goals, standards, and proficiencies as well as for the varied learning styles and developmental levels of students.
3. selects and creates, individually and collegially, tasks that integrate reading with other subject areas.
4. creates, plans, and implements differentiated, purposeful instructional activities.
5. reflects on students' daily learning experiences and adjusts plans in response to student needs.
6. plans ways to communicate the rationale for instruction to students and families.
7. uses the resources and personnel of the school media center, public libraries and other information centers to plan instruction.

Standard #8: The teacher understands and uses formal and informal assessments to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge

The reading teacher:

1. knows how to select and construct appropriate assessment tools.
2. has knowledge of measurement theory and other related issues such as validity, reliability, bias, and scoring concerns.
3. understands how to use multiple sources of assessment data to help students progress as readers, writers, listeners, speakers and viewers.
4. understands the advantages and limitations of different types of assessments.

Dispositions

The reading teacher:

1. values ongoing assessment to monitor student learning, identify student strengths and weaknesses, and promote student growth.
2. believes students' errors are opportunities for learning and growth.
3. appreciates the collaboration of families, colleagues, and other professionals in developing appropriate methods of observation and evaluation.
4. values students' home experiences in the assessment of learners.

Performances

The reading teacher:

1. uses a variety of formal and informal assessments.
2. uses a variety of data collected through observations, classroom interactions and analysis of student work to assess student learning and to inform teaching practice.
3. involves learners in self assessment.
4. elicits and uses information about students' experiences, learning behavior, needs, and progress from families, other colleagues, and the students themselves.
5. maintains student performance records and can communicate the information to students, families and colleagues.

6. evaluates a student's ability to use language to communicate, solve problems and think clearly.
7. uses developmentally appropriate assessments.
8. uses assessment that is ongoing, performance-based, and integrated into daily instruction.

Standard #9: The reading teacher is a reflective practitioner who is committed to and actively seeks professional growth.

Knowledge

The reading teacher:

1. understands the history and philosophy of reading instruction.
2. understands the process of learning and reflection and its connection to further learning.
3. understands that teacher reflection affects students' learning.
4. understands the process of self-assessment.
5. is aware of professional resources.
6. is aware of the importance of action research.
7. has knowledge of reading research that informs instruction.

Dispositions

The reading teacher:

1. values the process of self-assessment, reflection, and lifelong learning.
2. values feedback from colleagues, families, and the community.
3. is committed to ongoing professional development and refinement of teaching practices.
4. values professional affiliations.

Performances

The reading teacher:

1. participates in professional development activities to improve student performance.
2. collects and evaluates information about the effects of instruction.
3. uses research to inform instructional planning.
4. collaborates with colleagues and community to promote student growth in literacy.
5. reads professional literature as a tool to improve student performance.
6. uses results of evaluation by administrators or peers to modify teaching strategies.

Standard #10: The reading teacher communicates and interacts with families, professional colleagues, and the community to support students' learning and well being.

Knowledge

The reading teacher:

1. has knowledge of community demographics.
2. is aware of community agencies, organizations, and businesses that support the health, well being, and education of children.
3. knows the importance of using the resources of the school to help individual students.
4. knows that factors in a student's environment influence learning.

Dispositions

The reading teacher:

1. values communication with students, families, and colleagues.
2. believes that student learning is enhanced by strong relationships and open communication with families.
3. values the diversity of students' backgrounds and cultures.
4. values the role of community agencies, organizations, and businesses in supporting students' learning.
5. respects and values the privacy of students.
6. is sensitive to individual student behaviors and attitudes that might indicate learning difficulties.

Performances

The reading teacher:

1. participates in school functions which include interaction with families.
2. works collaboratively with families to solve learning problems.
3. collaborates with colleagues in planning instruction for student learning.
4. identifies and uses community resources to foster and improve student learning.